



Program Improvement School Restructuring Year 4: Planning Year 5: Plan Implementation



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General PI School Requirements

	PI Year 1	PI Year 2	PI Year 3	PI Year 4	PI Year 5
Revise and implement local plan	X	X	X	X	X
Provide choice	X	X	X	X	X
Provide supplemental services		X	X	X	X
District takes local corrective action			X	X	X
Plan for restructuring/alternative governance				X	X
Implement restructuring/alternative governance					X



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Year 4 School Requirements

- Review, revise and monitor the Single Plan for Student Achievement (SPSA) and implement corrective actions.
- Collaborate with LEA to improve student achievement.



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No Child Left Behind (NCLB) Restructuring Local Educational Agency (LEA) Requirements

Continue:

- School Choice
- Supplemental Educational Services (SES)
- Implementation of year 4 plan written in year 3
- Fiscal set aside of 20% to fund choice, transportation and supplemental educational services



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Restructuring Identification

- A school is identified for restructuring if it does not make AYP after year 3, the local corrective action year.



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Context for restructuring planning

The restructuring plan should be developed in direct response to the school's identified needs and be reflective of the community's strengths and priorities.



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In Simple Terms

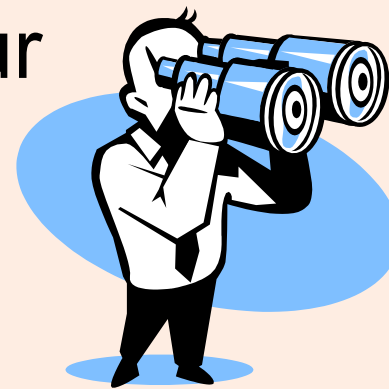
- Restructuring means that the LEA must take intensive and far-reaching interventions to revamp completely the operation and governance of the school.



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When Developing Your Restructuring Plan Don't Forget to Consider:

- What happened in prior PI Years?
- What was implemented (or not)?
- What were the gaps in the school's program as reflected by your comprehensive analysis?





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Remember the Purpose

- The restructuring plan should address the deficiencies in the entire system that serves the school.
- LEA assistance, both fiscal and technical, needs to address the gaps and deficiencies in the school program.



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Restructuring

- Promises to improve student achievement based on improving AYP targets
- Makes fundamental reforms, such as significant changes in school staffing and governance to improve student achievement



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Don't Forget to Analyze Your School and LEA

- Review and renew your comprehensive needs assessment results.
- Add new data that may be pertinent to the existing school/LEA situation.



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External Eyes

- Don't be afraid to use outside support providers to assist in the process of defining and eliminating barriers.
- The analysis and implementation of appropriate program design is critical to the success of the year 5 restructuring plan.



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California Model

- Consider utilizing a District/
School Liaison Team (DSLTL)



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DSLTT Composition

- Be mindful that the members of the team have a critical role in making recommendations that will improve the delivery of academic instruction to students.
- Team members should be chosen carefully and should, at minimum, represent both school and LEA perspectives.



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Role of the DSLT

- The DSLT should be utilized to conduct the analysis of the school program.
- It may lead the effort to distribute and analyze the results of the APS, DAS and other pertinent data.



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Role of the DSLT (cont.)

- The DSLT should function to assess gaps in the academic program.
- The DSLT should assist in addressing these gaps by recommending appropriate restructuring options.



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Timeline

- Restructuring is a two-step process
 - The LEA must prepare the restructuring plan and prepare for implementation if the school did not meet AYP after the corrective action year.



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On What Timeline Must the LEA Restructure Its Year 5 Schools?

- The LEA must implement the restructuring plan no later than the beginning of the school year following the year in which the school was in its “planning for restructuring,” year 4.



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Requirements

- When an LEA identifies a school for restructuring, it must:
 - Provide parents and teachers with prompt notice
 - Provide both groups with the opportunity to comment prior to restructuring



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Requirements (cont.)

- Invite teachers and parents to participate in developing the school's restructuring plan



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LEA Required Notification

The LEA must notify parents of all enrolled students at the school:

- What identification means and how the school compares to other schools in the LEA and state



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LEA Required Notification (cont.)

- Why the school was identified and how the parents can become involved in addressing the academic issues
- Parent option to transfer their child to another school in the LEA that is not identified for improvement, corrective action, or restructuring



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LEA Required Notification (cont.)

- The supplemental educational services that are available to eligible children



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LEA Required Action

When it identifies a Title I school for restructuring, an LEA must:

- Continue to ensure that all students have the option to transfer to another public school in the LEA that is not identified for improvement, corrective action, or restructuring



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LEA Required Action (cont.)

- Continue to ensure that supplemental educational services are available to eligible students
- Prepare a plan to implement an alternative governance system for the school



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LEA Responsibilities to Schools in Restructuring

- Notify parents about school improvements and their involvement in the process.
- Must provide parents and teachers an opportunity to comment before developing the plan.
- Parents and teachers must be included in plan development.



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LEA Responsibilities to Schools in Restructuring (cont.)

- Parents must be well-informed and meaningful and effective partners in the development of the plan.
- Parents need to be included and encouraged to take leadership in the process.



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One Approach

- Hold collaborative, face-to-face community outreach meetings.
- Explain the restructuring options under NCLB and the data the LEA is using to make restructuring decisions.



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Implementation of LEA Alternative Governance Arrangements

The restructuring plan prepared by the LEA must include one of the following alternative governance arrangements for the school:

Option 1: Close the school and reopen it as a charter.



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Restructuring Options: (cont.)

Option 2: Replace all or most of the staff (may include the principal) who are relevant to the failure to make Adequate Yearly Progress (AYP).



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Restructuring Options: (cont.)

Option 3: Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school.



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Restructuring Options (cont.):

Option 4: Turn operation to the
State Educational Agency
(Not in CA).



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Restructuring Options:

Option 5: Implement any other major restructuring of the school's governance arrangement. Fundamental reforms might include significant changes in school staffing and governance to improve student achievement and make AYP.



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Why a List?

- The LEA should choose the option that best addresses the needs of the students.
- Each option leverages a significant shift in the school governance structure.
- Restructuring should improve the ability of all children to achieve annual academic performance targets.



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What Constitutes Other Major Restructuring of the School's Governance?(cont.)

- Change the governance structure in a significant manner that either diminishes school-based management and decision making or increases control, monitoring, and oversight of the school's operations and educational program by the LEA.



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Other Major Restructuring of the School's Governance (cont.)

- Close the school and reopen it as a focus or theme school with new staff or staff skilled in the focus area (e.g., math and science, dual language, communication arts).
- Reconstitute the school into smaller autonomous learning communities (e.g., school-within-a-school model, learning academies, etc.).



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Other Major Restructuring of the School's Governance (cont.)

- Dissolve the school and assign students to other schools in the LEA.
- Pair the school in restructuring with a higher performing school so that K-3 grades from both schools are together and 4-5 grades from both schools are together.



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How Does the LEA Select the “Right” Alternative Governance” Option?

- The restructuring process must be substantial enough to transform and sustain change.
- Choose one or more “alternative governance” interventions that best address the identified needs of the school and school community.



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How Does the LEA Select the “Right” Alternative Governance” Option?

- No options should be selected as an isolated quick fix (e.g., a principal change, a replacement of most or all staff, or contracting with an external education management provider).



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How Does the LEA Select the “Right” Alternative Governance” Option?

- The LEA and school planners should consider what has occurred in the school that resulted in its being identified for restructuring.



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How Does the LEA Select the “Right” Alternative Governance” Option?

- Make distinctions between interventions that have made some improvement in student achievement and those that did not.
- Decisions regarding restructuring interventions should be made accordingly.



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How Does the LEA Select the “Right” Alternative Governance” Option?

- The LEA should use AYP to target the unique needs of a school’s students to improve its ability to teach *all* children and achieve annual academic performance targets.



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Governance Changes Need Support

- Governance changes alone will not likely produce significant changes in student performance.
- Also consider staff development, curricula, instruction, use of technology, assessment, and other factors that are essential for success.



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Governance Changes Need Support (cont.)

- Hiring and retaining qualified teachers and principals who are committed to restructuring can facilitate implementation.



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Governance Changes Need Support (cont.)

- A principal is critical to the change process but cannot effect change without having :
 - the authority to make staffing and curricula changes.
 - the active support and involvement of school and LEA personnel, parents, teachers, business and community organizations, State education personnel, governmental agencies and others.



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Examine Barriers

- Analyze the school situation by examining barriers.
- Barriers might exist internally or externally that prevent students from achieving appropriately.
- Target those barriers and create new systems to eliminate them.



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During Your Process of Inquiry Did the LEA and School:

- Choose an option only after taking a critical look at the school's needs?
- Utilize the available resources to assess and determine the gaps in the program?
- Consider objectively looking at data from a variety of sources including feedback from a DSLT?



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Special Considerations

- What type of “alternative governance option” should be chosen for a school that has been identified solely due to the performance of a specific student subgroup?



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Examine:

- Why individual students are not learning
- Identify barriers to learning that affect students
- Seek solutions to correct the problems



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Remember

- Planning for restructuring does not necessitate a "one size fits all solution"
- Develop new thinking about how to address such concerns as:
 - the professional development needs of teachers, using appropriate instructional approaches
 - effective organization and management of instruction



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Make Sure You Have:

- ✓ A knowledge of the resources available to help you in your efforts
- ✓ A process of analysis to select the option that is right for you



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For Example

- A school undergoing restructuring may not be able to improve instruction without:
 - attending to leadership
 - improve leadership without emphasizing parent involvement
 - concentrate on high-quality programs and evidenced-based student interventions without identifying the specific problem areas and underlying causes



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LEA Technical Assistance to Year 5 Schools Should Include:

- Direct oversight and involvement in the restructuring process
- Ongoing assistance that addresses the identified needs of the school's students



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LEA Technical Assistance to Year 5 Schools Should Include:

- Assistance with the school and community to implement the restructuring options the LEA has selected in order to improve the educational opportunities for students



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The LEA Role

- Technical assistance from the LEA is imperative and implicit in the concept of restructuring, even though it is not explicitly required under statute.



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The LEA Role (cont.)

- LEA should help the school with:
 - budget allocation
 - professional development for principals and teachers
 - other strategies necessary to ensure the restructuring plan is implemented and sustained in the future



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Restructuring and Collective Bargaining Agreements

- Section 1116(d) provides that none of the provisions for school improvement, corrective action, or restructuring may reduce the rights or remedies of employees under the terms of a collective bargaining agreement.



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Don't Forget

- The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on challenging State academic achievement standards and State academic assessments.



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LEA Compliance

- An LEA that accepts funds under Title I of the ESEA must comply with all statutory requirements and conditions of its collective bargaining agreements.



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Who is Responsible?

- The State, the LEA as well as State legislatures and local governing boards, need to ensure that changes in State and local laws are consistent with Title I requirements and that any changes or additions to collective bargaining agreements are also consistent with Title I.



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Collective Bargaining Issues: How Do You Replace Staff?

- Require all staff to reapply for their positions and to be part of the restructuring process.
- LEA staff and unions can work together to include provisions in their contracts to compensate teachers for working longer school days and a longer school year.



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Collective Bargaining Issues (cont.)

- An LEA may also use Title I, Part A and Title II, Part A funds to provide financial incentives and rewards to teachers in schools in restructuring status.



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Collective Bargaining Issues (cont.)

- An LEA may use Title II, Part A funds to:
 - develop and implement activities to recruit, hire, and retain highly qualified teachers and principals.
 - Strategies may include:
 - Providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages.



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Collective Bargaining Issues (cont.)

- reducing class size
- recruiting teachers to teach special needs children, including students with disabilities



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Collective Bargaining Issues (cont.)

- recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternate routes to obtaining teacher certification



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How Does a School Exit Restructuring Status?

- A school that is in restructuring status (e.g. during the 2006-07 school year) and makes AYP for two consecutive years (e.g. based on achievement data for the 2006-07 and 2007-08 school years) may exit that status.



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State Resources

- ✓ Nine Essential Program Components (EPCs)
- ✓ LEA Assistance Survey (DAS)
- ✓ Academic Program Survey (APS)
- ✓ School/District Liaison Team (DSLTL)
- ✓ Template for the Single Plan for Student Achievement (SPSA)
- ✓ Least Restrictive Environment (LRE)
- ✓ English Learner Subgroup Self Assessment (ELSSA)



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Web Address for Resources

All resources may be found at:
<http://www.cde.ca.gov/ta/lp/vl/>



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Activity

- What is working or not?
- What are the ongoing critical issues?
- Where are your major barriers?
- What is your plan for removing barriers?



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There are many ways of going forward, but only one way of standing still.

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Franklin D. Roosevelt